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| **Language / Level** | Grade 8 / Level 1 | | | |
| **Performance Range** | Novice High/Intermediate Low | | | |
| **Stage 1: Desired Results** | | | | |
| **Theme/Topic** | Contemporary Life: Vacation Time | | | |
| **Enduring Understanding** | Vacation time allows a person to explore interests, to learn more about other places and people. | | | |
| **Essential Question** | Why travel? What is an ideal vacation? | | | |
| **Learning Scenario** | | | | |
| Students will compare their vacation experiences including staycations to those that are common in various cultures. Students will read about various travel experiences and decide what makes for a great vacation experience or destination. They will pick a vacation destination where the target language is spoken. They will comment on where they are going and what they are doing there. They will comment on the weather and be able to make a packing list appropriate for anticipated weather and activities. They will also be able to describe a vacation that they took sharing simple details saying where they went and what they did. Students will examine vacation preferences and options within their own culture and the cultures of their global identity. They will offer suggestions and make plans for what they might do in various locations around the world. | | | | |
| **Unit Goals** | | | | |
| Learners will be able to-   * give reasons/benefits for their travel preferences - health, service, education, etc. * describe a past vacations sharing simple details (when, where, why, with whom, what they did) * discuss plans for future vacations (when, where, why, with whom, what are they going to do) * compare their vacation activities and schedules to those of others in different cultures * ask and answer questions about weather with regard to making plans * make, accept and refuse suggestions based on what they and others want or like to do * name and locate popular vacation destinations in target cultures; comment on a “must see or do” * describe a “must eat” regional food * create a packing list specific to various destinations * explain why St. Louis is or is not an ideal vacation destination | | | | |
| **Stage 2: Assessment Evidence** | | | | |
| **Summative Performance Tasks (Transfer)** | | | | |
| **Interpretive** | | | | |
| 1. Read various texts about different travel destinations and demonstrate an understanding of key details. (brochures, blogs, ads, etc.) 2. Read an infographic that shares information on how and why people travel in different cultures. 3. Listen to a promotional piece for a travel destination and demonstrate an understanding of key ideas. | | | | |
| **Presentational** | | | **Interpersonal** | |
| **On-Demand:** Write about a vacation you want to take where the target language is spoken. Explain why you want to go there. Comment on activities that you are going to do so that you can experience as much of the target cuture as possible.  **Project:** Continue the digital global identity presentation. Add slides to the presentation to reflect your persona’s vacation preferences. Select a tourist destination in your country that would be of interest to someone your age. Create a presentation that is designed to cause others to want to visit. Share specific details as appropriate:   * location and typical weather * when you go and how long you stay * what you can and can’t do there * what visitors need to bring | | | You are talking over your vacation plans with a friend. You are both fortunate enough to be headed for destinations where the target lanuage is spoken. Ask and answer questions to find out the details. Identify similarities and differences between your vacations. Be sure to comment on cultural aspects of your vacation. (Students pull images at random on day of assessment.) | |
| **Can Do Statements**  *Learning Targets* | | | | |
| **Interpretive** | (R) I can read travel guides or blogs and to obtain information about a destination.  (L) I can listen to a travelogue and match photos to the descriptions.  (L) I can listen to a weather report and complete a comprehension check.  (L &R) I can read a weather/ climate website and choose the best time to travel to a country based on the information given.  (R) I can read infographic about vacation habits and use the information to compare similarities and differences. | | | |
| **Presentational** | (S&W) I can explain why travel and vacation is important to me.  (S&W) I can compare vacation habits between cultures.  (S&W) I can compare travel destinations in other countries to similar US destinations where possible.  (S&W) I can convince others to visit a specific destination giving details about places, events and food. | | | |
| **Interpersonal** | * I can discuss plans for future trips (when, where, why, with whom, what are they going to do). * I can discuss past trips giving details about that trip. * I can make and respond to recommendations and suggestions of places to go and things to do. * I can make plans with others based on the day’s weather and personal interest. | | | |
| *Acquisition* | | | | |
| **Supporting**  **Functions** | | **Supporting**  **Structures/Patterns** | | **Priority**  **Vocabulary** |
| talk about the benefits of vacation | | I take a vacation to..  learn, help others, reduce stress, relax, volunteer, practice a sport | | * high frequency verbs related to travel/vacation * clothing, travel needs * weather expressions * expressions related to vacation * destinations - mountains, rivers, beaches * directional phrases - N, S, E, W, close to * reasons for taking vacation |
| talk about where I and others want to go and ask for and give reasons. | | to want  because  I like/don’t like to…(activities) | |
| share details on future vacations - where, with whom, when, etc. | | interrogatives  near future - going to… | |
| share details on past vacations - where, with whom, when, etc. | | interrogatives  high frequency verbs related to vacation, travel | |
| state how I felt about a vacation and react to what others say about their vacations. | | It was….  descriptive adjectives | |
| compare how people spend vacation time in other cultures | | prepositions with countries  impersonal pronoun  Here…but in (country), they…. | |
| talk about climate and weather in various vacation destinations. | | seasons, months  Celcius - high, low temperatures  Generally, it’s cold, hot, etc. | |
| make, accept and refuse suggestions for a day of vacation. | | What do you want to do?  day, time of day  if it rains…. | |
| talk about what I and others need to purchase for the trip and what we need to pack. | | I need to take, to buy, to pack  indefinite articles | |
| Identify a destination and explain where it is located | | (place) is in…  to the north of, close to | |
| share vacation information about a specific location - celebration, tourist attraction, popular food, etc. | | What can you do there?  High frequency verbs associated with tourism  You should visit….  You have to..  Try to attend the… | |
| **Resources** | | | | |
| **French** | [Le tourisme international chiffres 2013](http://www.globe-trotting.com/single-post/C7561B65-5255-47CB-B7B1-885AB1108630)  [Ma Vie au Soleil](https://www.youtube.com/watch?v=NqyOJ7oUnbI) - could be used by other languages without sound | | | |
| **German** | [Infographic - The Perfect Vacation](http://blog.lastminute.de/perfekter-urlaub/) - Source for additional personal vocabulary | | | |
| **Spanish** | [Promoción turística República Dominicana](https://www.youtube.com/watch?v=Lmc_-66j2DQ&feature=youtu.be) - Images and music, no spoken words | | | |
| **Stage 3: Learning Plan** | | | | |
| **Mode** | **Learning Experiences/Formative Assessments** | | | |
| Interpersonal | Gather images of vacation destinations from around the world. Individual students might be asked to submit one picture from their country. Make suggestions on places to go and activities to do using global citizen lens — “*My global citizen is from San Juan, PR and I’m talking to someone from Madrid, Spain who says: “I like beaches.” I respond: “Oh, you should go to Isabela, Puerto Rico because there are beautiful beaches and it’s sunny.”* | | | |
| Interpretive  Presentational | Read trip advisor type posts on St. Louis and match descriptions to images. Reference a comment made in the description and say if you agree or not giving a simple reason. | | | |
| Interpersonal | Select 2 contrasting vacation images/postcards. Allow students to generate as much language about each image as possible. Generate questions that they might ask about the images. Then, have students pair pretending that they went to one place or another. They ask and answer questions to discuss the details of what happened (past time frame). They change partners and images and do it again. This activity can be repeated throughout the unit using different images. | | | |
| Presentational | Write a blog post in which you make suggestions to tourists coming to your city. In your blog post, include where they should go, what they should do there (depending on weather conditions). Be sure to recommend a mode of transportation for how to get to your city, and how to get around while they’re there. | | | |
| Interpretive | Use various city maps from the target cultures. Give directions to a specific place and have students identify where they arrive. | | | |
| Presentational | Create a campaign to market your city/region to those who speak the target language. Post to class blog or wiki. | | | |
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